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National Kindergarten College

Established in 1886 as
CHICAGO KINDERGARTEN COLLEGE
Incorporated

Catalog 1915-1916

Published by
National Kindergarten College
2944 Michigan Boulevard
Chicago, Illinois

LIBRARY
NATIONAL KINDERGARTEN
AND ELEMENTARY SCHOOLS

"And Jesus called a little child unto Him, and set him in the midst of them."

"From the first years the plays of children ought to be subject to laws; for if these plays and those who take part in them are arbitrary and lawless, how can children ever become virtuous men abiding by and obedient to law?"

—*Plato.*

"The school to Froebel was a place where the child should learn the important things of life, the essentials of truth, justice, free personality, responsibility, initiative, causal relationships, and the like; not by learning them but by living them out."

—*Paul Monroe.*

"The child who is just commencing his education should have something consistent and logical, methodical and philosophical, to employ his mind, rather than something without either analogy or system; for these first impressions have sometimes the power to change and fix the whole bent of the mind."

—*William T. Harris.*

"The child must be educated for leadership as well as for obedience."

—*John Dewey.*

"Where anything is growing, one former is worth a thousand re-formers."

—*Horace Mann.*

"Education is the human analogue of creation. Its beginning is the unfolding of something which already exists. But its aim, its motive, its triumphant result, is the production of something which did not exist before."

—*Henry Van Dyke.*

"Upon the infinite worth of the Person all education, all advancement of civilized society, the whole institutional world repose. Now the Person is essentially self-unfolding, or rather is the unfolding of Self; it has an order, and hence there is a science of it which is this order duly formulated."

—*Denton J. Snider.*

National Kindergarten College

Incorporated

Established in 1886 as
Chicago Kindergarten College

1915-1916

THIRTIETH YEAR
Published by the College

National Kindergarten College

Calendar 1915-1916

1915

September 14	Tuesday	Registration
September 15	Wednesday	Opening Lecture
September 16	Thursday	Class Work Begins
November 25	Thursday, to November 28, Sunday, inclusive	Thanksgiving Recess
December 17	Friday, to January 2, Sunday, inclusive	Christmas Recess

1916

January 3	Monday	Class Work Resumed
January 28	Friday	Special Examinations
February 1	Tuesday	Second Semester Begins
February 22	Tuesday	Washington's Birthday Recess
May 30	Monday	Special Examinations
June 2	Thursday	Thirtieth Annual Commencement

Contents

Historical Sketch.....	4
Boards of Trustees.....	4
Officers, Instructors, Lecturers.....	6
I. General Information.....	8
Location of College and Dormitory.....	8
Purpose of the College.....	9
Courses of Study.....	11
Certificates, Diplomas, Scholarships.....	12
Positions	13
Requirements for Admission.....	14
Expenses and Payments.....	15
Boarding Department.....	21
Rooming Halls not connected with the College.....	21
Student Employment Bureau.....	21
II. General Plan of Instruction.....	22
A. Theory	22
General Education.....	22
Psychology	24
Pedagogy	24
Sociology	24
Technical Education.....	25
Mother Play and Advanced Child Study.....	26
Literature for Children.....	26
Manual Activities.....	29
Games	30
Curriculum	30
Related Cultural Subjects.....	32
Music	35
English Language and Literature.....	33
Art	34
Science	36
Physical Expression.....	37
B. Practice	38
III. General Method of Instruction.....	39
IV. General Regulations.....	41
Schedule of Class Work.....	41
Examinations	41
Grades of Scholarship.....	41
Attendance	42
Office Hours.....	44
Register of Students.....	45
Alumnae Association.....	47
Gifts and Bequests.....	48
Publication Department.....	48

Historical Sketch

In the year 1886 Mrs. John N. Crouse and Miss Elizabeth Harrison established the National Kindergarten College as the Chicago Kindergarten College, for the purpose of giving to young women a training which would fit them for their work with children.

The College was first located in the Art Institute building on Michigan Avenue and Van Buren Street, and was removed in 1893 to larger quarters at 10 East Van Buren Street, where it remained until the summer of 1906, when it was again removed to more ample accommodations at 1200 Michigan Boulevard.

In the summer of 1911 the College received an invitation to affiliate with the National Kindergarten Association. This affiliation was formally completed in February, 1912, and in April, 1912, the College was incorporated under the name of "National Kindergarten College established in 1886 as the Chicago Kindergarten College." The affiliation provides that the College is to have freedom in the directing of its own curriculum of studies and its educational policies.

Following this affiliation, in the year 1913 the growing needs of the institution led to the selection of the present location at 2944 Michigan Boulevard known to the residents of Chicago as the historic Sidney Kent property.

Board of Directors of The National Kindergarten College

Headquarters, 2944 Michigan Boulevard, Chicago, Ill.

REV. WILLIAM O. WATERS
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Vice-President

N. H. CARPENTER
Treasurer

FRANCES K. WETMORE
Secretary

WILLIAM W. GURLEY
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JOHN MARTIN

CHARLES F. POWLISON

MRS. HELEN HARTLEY JENKINS

ADMINISTRATIVE DEPARTMENT

ELIZABETH HARRISON, President
MRS. LILLIAN GRAY JARVIE, Secretary
EDNA DEAN BAKER, Registrar

TEACHERS' DEPARTMENT

- ✓ Elizabeth Harrison.....Principles of Education
- ✓ Frances Katherine Wetmore.....
Supervisor of Practice Schools, Programs, Games, Stories
- ✓ Belle Woodson.....Ethics, Psychology,
Froebelian Pedagogy, Interpretation of Architecture, Literature
- ✓ Jessie Davis.....Psychology, Organized Handwork, Nature Study
- ✓ Georgia McClellan.....Assistant to Supervisor of Practice Schools. Gift
- ✓ Anne Goodwin Williams.....Mother Play, Child Study
- Francis Marion Arnold.....
Interpretation of Music, Psychology of Art, Instrumental Music
- ✓ Dr. Louis C. Monin.....History of Education
Dean of the Faculty, Armour Institute of Technology.
- ✓ Edith McLaughlin.....Theory and Methods of Primary Education
Critic Teacher, Parker Practice of the Chicago Normal School.
- ✓ Dr. Augusta A. Bronner.....Physiological Psychology
Physiological Laboratory of the Juvenile Court.
- ✓ Caroline Hedger, M. D.....Physiology, Hygiene, Maternal Efficiency
- Clyde B. Cooper.....Extemporaneous Speaking
English Department, Armour Institute of Technology.
- ✓ Frank J. Platt.....English Form and Diction
English Department, Oak Park High School.
- ✓ Etta Mount.....Physical Culture, Folk Dances
Columbia College of Expression.
- ✓ Mrs. Philemon B. Kohlsaat.....Vocal Music
- ✓ Grace Crosby.....Gardening
The Loring School.
- ✓ C. Louise Schaffner.....Design, Water Color, Charcoal
Director of the Fullerton School of Art, Chicago.
- ✓ School of Domestic Arts and Sciences.....Domestic Science

Special Lecturers for 1915-1916 to be announced later.

MOTHERS' DEPARTMENT

Elizabeth Harrison.....Mother Play
Frances Katherine Wetmore.....Stories and Games
Jessie Davis.....Handwork
Caroline Hedger, M. D.....The Physical Care of the Child
Dr. H. Stephens-Walker.....Care of Children's Eyes

BOARDING DEPARTMENT

SARAH LOUISE DEAN
Matron.

DR. CAROLINE HEDGER
House Physician.



NATIONAL KINDERGARTEN COLLEGE AND DORMITORY

General Information

LOCATION OF COLLEGE AND DORMITORY

The College and its Dormitory are located at 2944 Michigan Boulevard, easily accessible to three lines of surface cars and to the South Side Elevated Road. The College grounds are unusually large and well planted with trees and shrubs, affording excellent opportunity for out-of-door gardening and student recreations.

The College Building on the west side of the grounds is a two-story brick structure which includes a large assembly hall, library, class rooms, reception, rest and cloak rooms and a small combination kitchen and dining room where day students may prepare their own luncheons. The windows of all the rooms open on the lawn and afford charming views.

The Dormitory occupies the four-story brick house to the east of the College Building. On the first floor are the spacious and hospitable entrance hall, the music and drawing rooms and the sunshiny dining rooms, while on the second and third floors are the bedrooms.

PURPOSE OF THE COLLEGE

The College was established to prepare women to rightly understand and properly train little children. Correctly interpreted this vocation demands of woman the highest endeavor, the broadest culture, the most complete command of her innate powers and resources. With this view of the greatness of their work the founders of the College sought to have it stand not only for thorough technical training in kindergarten and primary methods but for that broader cultural education which alone can make woman a truly efficient member of the home and of society.

In this purpose the College has been greatly aided by the unparalleled opportunities for general culture which Chicago affords with its great art galleries, symphony orchestra, grand opera company, high class dramatic entertainments, talented pulpit orators and earnest speakers on every phase of economic and social progress. All students are urged to take advantage of these opportunities whenever they do not conflict with their regular College duties. Parties of students, properly chaperoned, are often formed for various lectures and entertainments and also for excursions to the Art Institute, the Field Museum, the Academy of Science, Hull House, the Gary School System and other interesting educational, business or social centers.

COURSES OF STUDY

Kindergarten

Undergraduate Course: For women who wish to become successful teachers of little children by studying the theories of modern education and the theistic view of the world, and by gaining mastery of the tools and activities of the kindergarten. Two years of study, including seventy-two weeks of morning observation and practice teaching, are required to complete this course and merit the Director's Diploma. The equivalent of a high school education is necessary for entrance.

Graduate Courses: First, Assistant Training Teacher's Course: For kindergartners who wish to add to their proficiency by specializing for positions in social service, as primary teachers, special storytellers or assistants in kindergarten training classes. Opportunity is afforded those students specializing in social service to live in a social settlement during this year of training. Arrangements are made for students especially interested in primary work to assist for the whole or part of the year in the primary grade. Students who desire added power in story-telling conduct story hours for children in schools, churches or settlements, while all students in this course assist in giving games, gift and mother play to the undergraduate students of the College. One year is required to complete this course and to receive the Assistant Training Teacher's Diploma. The equivalent of a high school education and two years of satisfactory kindergarten training are necessary for entrance.

Graduate Courses: Second, Training Teacher's and Supervisor's Course: For all thoroughly trained kindergartners who have proved their efficiency as kindergarten directors and who may wish to prepare themselves for the more advanced work of supervisors and training teachers.

While the broader aspect of kindergarten education is an ideal which has not as yet been fully realized, it is in accordance with the principles enunciated by Friedrich Froebel, seventy-five years ago, and re-emphasized by many earnest educators since that time. With renewed insight into the needs of humanity that our present day shows us, we cannot expect to train any of its leaders of education in a short time; therefore two years would hardly suffice for the realization of the ideals of such an education in the training of the kindergartner for her work with little children and still more time is needed for deepening the experiences, broadening the resources, and clarifying the vision into essentials of those who are to become the supervisors and training teachers of young kindergartners. The third year of training which we have outlined above is given for those preparing to assist in this important

work and the fourth year for those who will become the heads of kindergarten departments.

In this course provision is made for the comparative study of methods, and students are sent to see the most approved teaching that Chicago affords. Advanced work is offered in all lines of study which best fit the student for training work, also practice in giving of such work to adult pupils under the direction of a critic teacher.

Members of this class are expected to visit kindergartens in public schools, private schools, social settlements and missions, in order that they may gain a clear knowledge of the needs of each of these. They are required to bring reports of these visits to the afternoon conference class, and to prepare outlines of programs suited to different localities and varying conditions.

In this way these students gain, under the supervision of the College faculty, the experience necessary to train kindergartners and to supervise kindergartens. The design of the College is to give every opportunity and advantage in this course which will enable the faculty and the students themselves to judge of their fitness to take charge of kindergarten training classes, to supervise, or to become leaders along lines of similar work.

A thesis on some chosen topic requiring personal investigation is asked of each student, to test her ability for this kind of original work.

Students have the opportunity occasionally to explain the true significance of the kindergarten system to public audiences, in order to acquire the clearness and confidence necessary for their future success.

One year is required to complete this course and to receive the Normal Teacher's Diploma entitling to the degree of Bachelor of Education. A high school education and the equivalent of three years of kindergarten training together with five years of successful experience in teaching are necessary for entrance.

Primary

Primary Teacher's Course: For women who wish to become successful teachers in the lower grades of public and private schools by studying the theories of modern education and the theistic view of the world, and by acquiring a working knowledge of the best methods now in use in the primary grades.

The course of study covers instruction not only in the teaching of reading, writing, and number work, but in games, stories and handwork, and it adds for the general culture of the student several subjects along the lines of science, art, literature and music. As the courses for the kindergartner include classes imparting defi-

nite knowledge as to the aims of the primary school, its methods and means, and the possible relation it bears to the kindergarten, so to the primary teacher are also given lessons in kindergarten methods and principles and their application to primary work in order that the child's primary experience may be a logical continuation of an education already commenced in the kindergarten. "In this way both kindergarten and primary students see how the educational principles at work in the kindergarten are being further defined and practically carried out as the child's education advances in school. They see, too, that as mutual understanding of the principle comes to kindergartner and primary teacher, antagonisms cease and all strive together for the goal of truth."

One year, including at least four months of primary practice, is required to complete this course and to merit a Primary Certificate. The equivalent of a High School education is necessary for entrance.

Mothers

Mother's Course: For mothers who may wish to acquaint themselves with the deeper and more intelligent views of child-nature which are now held by the best educators, and who may desire to master such simple occupations and games of the kindergarten as may be used in the home.

The lessons include practical work with such gifts and occupations as can be used in the nursery, together with the study of Froebel's Mother Play-Songs, which enable the mothers to grasp the principles of the system and to re-apply them on the innumerable occasions which arise in the home. The lessons include discussions and answers to questions concerning the class work and the mothers' own experiences.

Lectures on the physical welfare of the mother, the care and feeding of the young child, and the theory of eugenics are also a part of the course.

No educational limit is placed upon this class.

CERTIFICATES, DIPLOMAS, SCHOLARSHIPS

Students upon satisfactory completion of any regular course and upon payment of all college dues, are entitled to the following certificates or diplomas:

Students who have completed the first year's practical and theoretical kindergarten course, receive a KINDERGARTEN CERTIFICATE.

Students who have completed the second year's practical and theoretical kindergarten course, receive a DIPLOMA AS DIRECTOR OF A KINDERGARTEN.

Students who have completed the third year, or senior course, receive a DIPLOMA as ASSISTANT KINDERGARTEN TRAINING TEACHER.

Students who have completed the fourth year, or normal course, receive a NORMAL TEACHER'S DIPLOMA, which entitles them to the DEGREE OF BACHELOR OF EDUCATION.

Students who have completed the Primary Teachers' course, receive a PRIMARY CERTIFICATE.

Students who have completed the Mothers' course, receive a MOTHERS' CERTIFICATE.

The College reserves the right to withhold the Certificate or Diploma in case the record has not been satisfactory; but students will be informed as to their standing twice during the year.

There are five honorary scholarships given each year to members of the Junior and Senior classes for excellence in scholarship and character.

The graduating exercises are simple and informal, and therefore neither extra time nor expense is demanded by them. Each student is allowed to send a limited number of invitations to personal friends.

POSITIONS

The National Kindergarten College is recognized in the State of Illinois under the new accrediting law as of standard grade. Its graduates are entitled to receive without examination kindergarten primary certificates issued for two years, renewable indefinitely and interchangeable in the counties of the state, valid for teaching in kindergarten and in the first and second grades of the public schools. The College is also accredited in several other states so that its graduates may obtain teaching certificates on their diplomas without examination.

While the College does not guarantee positions to its students it gladly assists them in every way possible. A registration bureau is maintained in which Seniors, Alumnae and former students who wish positions may enroll with full particulars as to their equipment and experience.

Hundreds of positions in all parts of the country are filled by the graduates of the College. Thus far the demand has been in excess of the supply. The salaries for teachers without experience vary from \$400 to \$700 annually; for teachers with experience and ability to hold the more responsible positions of supervisors and training teachers, from \$700 to \$1,500 annually.

Superintendents and commissioners, upon application, will be given full and confidential information concerning the character, scholarship, personality and probable teaching efficiency of candidates. In accordance with the custom in teachers' colleges general letters of recommendation are not given to students by the school or any member of the faculty. Correspondence from superintendents, commissioners and other school authorities is invited.

REQUIREMENTS FOR ADMISSION

Applicants for admission as *regular* students of the College must have the following qualifications:

First, They must possess the equivalent of a four-year high school course both because the student needs a high school education as a foundation for kindergarten training, and because many positions are not open to kindergarten graduates unless they have had at least the high school equivalent, which calls for fifteen units of high school credits. (Five hours a week in any subject for the regulation school year gives one unit of credit.) The College allows latitude, however, in determining this equivalent. It gives credit for work taken under private tutors, in special classes or in professional schools, provided satisfactory records are procurable as the aim is a certain degree of maturity of judgment and of mental training rather than the covering of special courses of study. *A young woman who desires to ascertain her eligibility for entrance should send to the Registrar for the proper application form which must be filled before she can be accepted as a student in the College.*

Second, "The kindergartner is to become an educator, not alone an instructor, and she should be mature enough to have had, as far as possible, first-hand experiences of life prior to theorizing about them." Therefore applicants for admission must be at least eighteen years of age.

Third, Every student entering the College must possess health. Therefore a brief medical examination is held as soon as possible after the fall opening. Any condition which may limit the amount or the kind of work taken by the student is discussed with her and reported to the President.

Fourth, Applicants for admission must present evidence of moral fitness for the calling of teacher. This is established by letters from two reliable references. The names of these two people should accompany the application. The principal or superintendent of the last school attended or members of the faculty are preferred.

Fifth, The ability to play the piano and to sing simple songs, although not an entrance requirement, is a highly desirable accom-

plishment for a kindergarten teacher. Those who are not so qualified at the time of entrance will have the opportunity to make up their deficiency during the course by means of private lessons. The expense of these lessons is outside the regular tuition.

Applicants not possessing all of the above qualifications may be admitted to the College as *special* students at the discretion of the President. The special student may not receive a credential from the College until she has the required high school equivalent, but she can pursue any undergraduate courses in the College for which her previous training has fitted her. If she satisfactorily completes these courses she may receive credit toward a credential as soon as she has satisfied the entrance requirement of the College.

Applicants for admission to advanced standing in the College are required to meet the regular entrance conditions and to furnish in addition a verified statement in full of all previous teacher training and experience. Studies satisfactorily completed in other recognized colleges or training schools are credited wherever they are the equivalent of those given in the College. The graduates from affiliated training schools and branch classes conducted by graduates of the College or by training schools whose work has been accredited at the College are allowed to enter the second or third year on presentation of necessary credentials. Applicants whose training classes have not been accredited by the College must present, besides such credentials, note books, themes and specimens of their practical work for examination. Every advanced student will be expected to make up during her second or third year at the College, in the summer school or by private instruction the studies which have not been given in her previous training and that are given in the College.

Entering students who are able to furnish the proper records from their high school or academy are not required to take entrance examinations.

All students who expect a Certificate or a Diploma at the end of the year should be present at the beginning as the work of each year is a connected whole. Students must report at the office previous to the opening of the College, present their notice of acceptance and their tuition fee, in order to receive their membership tickets and appointments to the kindergartens in which they will practice. Students will report Tuesday, September 14, 1915.

EXPENSES AND PAYMENTS

Teachers' Course

Tuition	for one year	\$125.00
Material	for one year	5.00
Books	for one year	5.00

All lessons and lectures in the regular required courses are included in the tuition fee, and no extra charges are made in any case except for books and materials.

Tuition is payable in advance in two installments: three-fifths September 14, and two-fifths January 3, 1916. No part of the tuition fee will be refunded to students who leave the College before the close of the year. In case of severe illness, necessitating removal, the student will be accorded the privilege of making up the time lost in summer sessions or during the following year.

For the convenience of the students the College Office maintains a supply department where books and materials may be purchased.

Mothers' Course

Tuition	\$10.00
Books and Materials	5.00

Special Courses

Special courses in psychology, in the psychological interpretation of literature, architecture or music, in sociology, in philosophy, in stories, handwork and Sunday-school methods will be given on Saturdays if the demand is sufficient to warrant them, or at such times as may be convenient for applicants—length of term, tuition fees and other details to be arranged.

Special students or lecture students who do not enter for a credential may enroll for courses at an expense of fifty cents a lecture, or fifteen dollars a month, provided they do not take more than ten hours of work a week.

Checks or drafts should be made payable to the National Kindergarten College, and not to any individual officer of the institution.

BOARDING DEPARTMENT

Opens September 13th.

Location and Purpose

Wherever possible the College furnishes its students opportunities for assuming responsibilities, for fulfilling duties, for taking the initiative, for self-government, for meeting new problems, and for general efficiency as well as giving pedagogical theory, technical skill and general culture. As one means to this end it several years ago opened a home for non-resident students that they might have some experience of home-making and home-keeping, of social re-

DORMITORY VIEWS



ENTRANCE HALL
AND STAIRCASE



RECEPTION ROOM

sponsibilities, and of the adaptation necessary to meet different ideals of living. The Dormitory is now accommodated in a large and comfortable three-story brick house on the same grounds with the College Building at 2944 Michigan Boulevard. Unless there is some special reason for living elsewhere, the out-of-town students are expected to board in the Dormitory, as student life there creates an atmosphere of interest in the work which does not exist in the average boarding house.

Management

The general management of the Dormitory is in the hands of the Superintendent. She is assisted, however, by the College Physician, who has oversight of the physical welfare of the students, and by the Preceptress, who has oversight of their social welfare. It is the endeavor of the Superintendent and the Preceptress to impose no unnecessary restraints or regulations and as far as possible by mutual confidence to further self-government. The Preceptress will welcome any information from parents that may aid her in promoting the welfare of their daughters.

Expense

The rates for room rent range from \$80 to \$140 for the regular school year. Floor plans of the bedrooms, showing location, size and number of students assigned to each, will be sent upon application.

The price of board is \$215 for the school year in addition to the room rent. This includes luncheons, except on Friday when the students remain at their kindergartens for conferences with the directors.

Accommodations are engaged from dinner (six o'clock) on the day preceding registration, September 13th, to luncheon on the day following commencement, June 4th, inclusive. Students who wish to spend the Christmas holidays at the Dormitory may do so by paying a special rate of \$7.00 a week.

Payments

Payments for both room rent and board are made in advance in two installments—three-fifths on entrance, September 14, and the remaining two-fifths January 3, 1915. The charges for room rent are not subject to remission or reduction under any circumstances unless the College is able, without loss, to re-rent the room to a new and satisfactory applicant. In case of prolonged illness

and absence from College, extending over six weeks, there will be a proportionate reduction in the price of board.

Checks or drafts should be made payable to the National Kindergarten College and not to any individual officer of the institution.

Room Assignment

The College reserves all rights in connection with the assignment or re-assignment of rooms or the termination of their occupancy. If the presence of a student is not in harmony with the spirit of the school, the College may find it necessary to ask for her removal.

Rooms are not assigned until students have presented satisfactory evidence to the Registrar of eligibility for entrance to the College.

Applications for rooms must be accompanied by a deposit fee of twenty dollars. This applies on the first payment of room rent at the opening of the school term.

Furnishings

The rooms are heated by steam and lighted by electricity. They are furnished with curtains, study tables, chairs, book shelves, bureaus, single metal beds (3 ft. 6 in. x 6 ft. 8 in.) with woven wire springs, mattresses and pillows.

Each student is required to furnish one rug (neutral colors), one waste basket, one shoe bag, one mattress pad, two pairs of sheets, such bedding as meets her individual requirements (linen and bedding to be of a size to fit dimensions of bed), two pairs of pillow cases (22 x 31 in.), twelve towels, six napkins and a napkin ring. Bedding, napkins, towels and wearing apparel must be marked with full name of owner, not with initials.

Laundry

Laundry must be done at the student's expense. Students, as a rule, form laundry clubs and thereby economize on this item. A reasonable estimate of the expense would be from seventy-five cents to one dollar a week. Special rates are made by express companies on laundry sent home regularly by students. Students may do washing and ironing in the laundry of the Dormitory by paying a fee of \$5.00 for the school year. They must, in addition, furnish their own supplies.

Wardrobe

It is strongly urged that the apparel of all students should be light, loose and in every way comfortable. Dresses should be as

simple as possible. They should be appropriate for easy walking and so made that they will in no way interfere with the free and active use of the body in kindergarten. The Preceptress will insist on change in any matter of dress judged by her to be a hindrance to health or in questionable taste. Students should provide themselves with light and heavy underwear, raincoats, rubbers and umbrellas and thus be prepared for all changes of weather. Gymnastic suits can be obtained after reaching the city. One inexpensive evening dress is desirable.

Medical Attendance

Medical attendance and medicines are charged to the student. In case of severe or protracted illness where the student cannot be sent home, a special nurse is employed at the student's expense, or she is removed to an accredited hospital.

Recreations

The Rest Room and Library in the College Building are open to Dormitory students in the evenings, where they may find copies of many current magazines and some of the best fiction for their entertainment.

A tennis court on the lawn provides out-of-door exercise in the fall and spring, and walking parties are often organized by the Preceptress for the week end. As stated in the beginning of the catalogue, groups of students properly chaperoned are formed for various lectures and entertainments and also for excursions to places of interest in Chicago and vicinity.

In addition to the alumnae, faculty and class affairs for all the students, the Dormitory students have their own social life, which consists of occasional house dances, receptions, dinners or parties to many of which guests are invited. The House Committee, the membership of which is changed every month, and which includes each time one-eighth of the Dormitory residents, has special charge of these affairs.

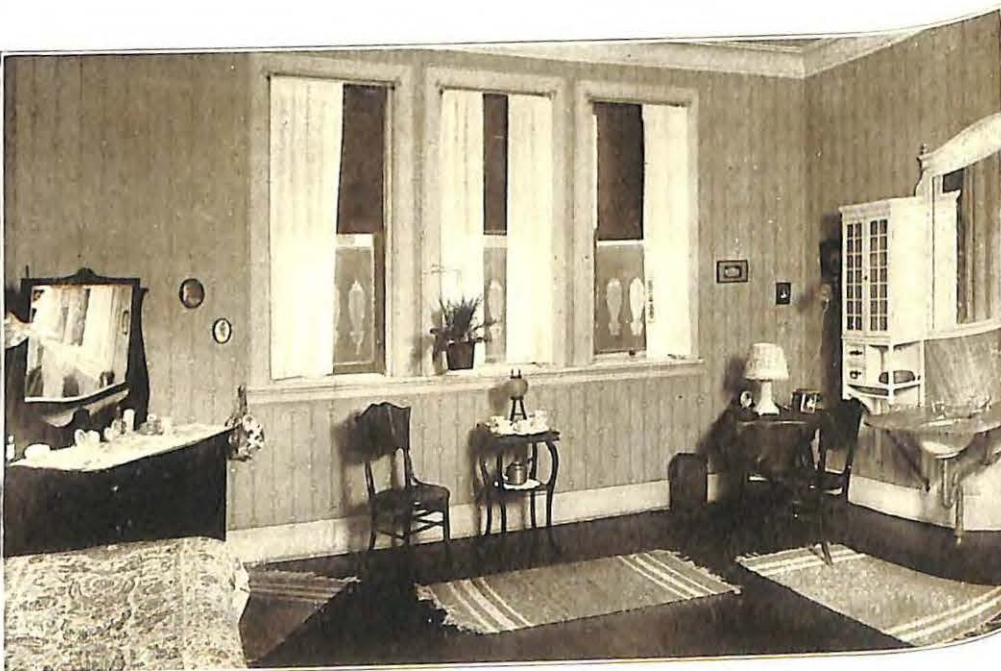
Social Supervision

As far as possible Friday and Saturday evenings are considered as reception evenings. Gentlemen callers are received on the first floor only, and all guests are expected to leave before half after ten o'clock. *Quiet is maintained on other evenings from eight to ten, and lights are out at half after ten o'clock.*

All residents wishing to leave the Dormitory in the evening or to remain away over night must obtain permission from the



DINING ROOM



STUDENT BEDROOM

Preceptress, and must leave with her their names, addresses at destination, and time of return. Written requests from parents or guardians are required before permission is given to students to leave the city.

Religious Culture

While not obligatory, the College desires that all students attend regularly some church of their own choosing. A brief chapel service of music and readings appropriate to the day will be held in the parlor of the Dormitory on Sunday morning, to which all residents are invited.

ROOMING HALLS NOT CONNECTED WITH THE COLLEGE

To those out-of-town students who must economize closely while taking their kindergarten training and who find the rates at the Dormitory prohibitory, the College recommends the following clubs for women:

Monnett Hall, 4948 Indiana Avenue, \$4.75 to \$6.25 per week for room and two meals a day.

Eleanor Clubs—No. 1, 5658 Wabash Avenue; No. 2, 5490 Kenwood Avenue; No. 3, 3850 Indiana Avenue; No. 4, 2411 Indiana Avenue. Room and board, with two meals a day, \$3.00 to \$5.50 a week. Luncheons at restaurants will be about \$1.00 a week additional.

STUDENT EMPLOYMENT BUREAU

The College Secretary conducts a self-help bureau for the purpose of giving assistance and advice to students who wish to obtain remunerative work. Students who are in good health and are willing to accept the opportunities which are open can always earn a part of their expenses. Care of small children, assistance with housework, waiting on table, clerking, stenography and sewing are some of the lines of work which our students have profitably followed. The Secretary will gladly furnish further information on this subject to young women who are interested. It is encouraging to those who must overcome the financial handicap to know that some of the leading kindergartners of the country have had to help themselves while taking their training.

General Plan of Instruction

In the training of the kindergartner, or child educator, the method of studying intelligently the needs of the child's inner life, and the relation between this inner spiritual life and the outside environing stimuli has, so far, best been practically demonstrated by the Froebelian educational ideals. As the training preparatory for this great work differs from the training which the average young woman has received at college or high school, it has been deemed best to explain the purpose of the studies given and the relationship of each to all education. It will be seen that part of the studies are for technical skill and part are for broader culture and for a deeper psychological insight.

Theory

The two-fold aim of the training from a practical standpoint is that the student may learn *the science of education* and may acquire *the art of teaching* by practice under intelligent direction. The theory is given in afternoon classes at the College and is grouped under the several headings of General Education, Technical Education and Related Cultural Subjects.

GENERAL EDUCATION

Psychology

Because of the importance to the teacher in understanding the relationship between the nervous system and mental life, the physiological basis of instincts and of the laws of learning, and the correlation of defects of the nervous system and defective mentality, a course in physiological psychology is given. This includes a brief survey of the central nervous system, its structure and function, and the applications mentioned above.

But the chief emphasis is placed on psychology per se, as it is the basic study for the understanding of man in all his relations—individual, social and educative. It is a study not of the outer thing, but of the inner power to understand and control the outer things. A basis for theories of education, of sociology and of institutions is best found in the nature of the self which can understand and develop each of these. In order to understand what we do we need to understand what we are. We can learn to recognize what we are and therefore can change and control ourselves. Upon this truth are based all individual responsibility and all development of institutional life.

Since it is this inner self which controls the outer acts the teacher needs to study earnestly and intelligently this self which she is helping to educate. Therefore we study Psychology as organic—teaching the nature of the self or Ego rather than the old rational abstract basis of mental faculties, or the physical basis of the manifestations of the self, as it is the psychical basis of the inner self unfolding which unifies and organizes the science of Psychology.

Freshman Year—Psychology of the Intellect—The study of the nature of the self as self-knowing, giving the organization of the mental faculties.

Junior Year—Psychology of the Will—The study of the Will as the Ego expressing itself in the deed, leading to an understanding of the true meaning of freedom.

Senior Year—Psychology of the Moral Will and of Institutions—The study of the deed as it manifests itself in man's relationship with his neighbor, leading to an understanding of social responsibility.

Normal Year—Comparative Psychology—The study of how the thinking of man has developed through Religion (which sought the Source of all things), through Philosophy (which sought the law of all things) into Psychology which is now seeking to understand the Source and formulate the law in the process of mind.

In the normal year is given also a course in psychology applied to education. "While love of children is what sustains the kindergartner through the patient pains-taking necessary for right nurture, yet only through the understanding of psychological processes can she hope to make her work truly educative. A sympathetic attitude is the basis for understanding the needs of childhood but it is not enough: she must be guided by definite educational principles." These she will find strongly emphasized in Froebel's writings, in modern child study and various psychologies, especially that form of psychology which unfolds the development of sensation through image making into concepts that lead to creative thought and reveals the process by which impulse passes through desire and choice into free-self-determination and feeling of personal pain and pleasure into ready sympathy with others. The course in the application of psychology to education is principally concerned therefore in the search for educational principles in psychology.

Pedagogy

The study of education from the beginning has been a development corresponding with the growth of the consciousness in the human race. The "History of Education" is therefore studied in order that the student may gain such a comprehensive view of the development of educational ideals as will enable her to know how to develop her educational methods.

A true student of Froebel must have a broad and thorough study of the rest of the field of education in order that she may intelligently appreciate wherein the kindergarten idea agrees with or differs from the views put forth by other educators; it is in this way alone that she will attain unto the fearless comprehension of principles which will enable her "to prove all things and hold fast that which is good."

The course in the History of Education therefore not only covers the facts in the development of education from primitive times to the present but it includes a discussion of the philosophy of education, an elucidation of the principles of education and a comparative study of all the leading educational theories and methods.

In addition to this course in the History of Education given in the Junior or second year of the training, the Normal or fourth year includes a course in Modern Educational Theories. This involves a careful study and comparison of present day educational ideals and of the work of the educators advancing them, because of the importance of a thorough comprehension of the modern educational situation for women who as supervisors and training teachers will guide the development of the kindergarten in the future.

The Senior or third year includes a series of debates by the members of the class, on vital educational topics of the day. A course of lectures on extemporaneous speaking precedes the debates. In every way possible the students are encouraged to do original work and to take broad views of the world of education.

Sociology

The child is born in the spiritual environment of Home, Society, State and Church, and soon begins an active participation in the duties which thus arise. These increase as his growing power and usefulness in life increase.

Therefore the study of the Social Institutions of man is taken up in such a manner that the student gets a survey of the primitive institutions and their evolution to the stage reached by the civilization of today, as well as their ethical relationships. This course

includes the study of the institutional world based on the will of man; the evolution of the Family, the Social world, the State and the Church, with the School as the instrument for the training of the child into a consciousness of his relationship to each of these institutions. Psychological principles underlie the Institutional World and are the basis of this study.

"As the field of the kindergartner is a wide one, covering work with mothers as well as children, of all races, classes and creeds, some general sociological outlook is imperative." Not only must the student become familiar with existing conditions of life in the homes of her children, but she should also know the modern agencies for the betterment of home life and for the education of parents concerning the vital needs of their children. Therefore, a course of lectures by experts in each branch of social work discussed is given. These lectures show the effects of the non-understanding and practice of the right ethics in Family, Society and State, the need of more definite education along these lines and the part which women are now called upon to play in community motherhood. The course includes the following topics: Visiting Nurses, Small Parks and Playgrounds, Juvenile Protective Association, Juvenile Court, Suffrage in Relation to Child Welfare, Commercialized Recreations, Social Settlements, Organization of Working Girls' Clubs. In addition to the lectures opportunities are given all students to visit several types of sociological work in the city and wherever possible to have firsthand experience in the work.

TECHNICAL EDUCATION

The Mother Play and Advanced Child Study

The mother play songs are illustrations of the educational principles which underlie the entire kindergarten system, as they are a profound treatise on the philosophy of education, based on the deepest psychological insight into child-nature. They illustrate in the most practical way how to study children intelligently in their homes, nurseries, kindergartens or schools, by giving a true understanding of their instincts, interests and impulses, and how to develop self control and creative power.

The first year includes the study of ten songs in Froebel's "Mother Play Book," giving insight into the individual development of the child and into his home environment as a factor in his education. Following the work with these ten songs a brief course is given in the study of one or two modern text-books on child study which correlate with the Mother Play.

The second year includes twelve songs in Froebel's "Mother Play Book," giving insight into the further development of the child and of the social life which environs him, interpreting this to him, and thereby leading him into a dawning consciousness of his relation to the trade world.

The third year includes the songs in Part II of Froebel's "Mother Play Book," in which insight is given into the child's relationship to the institutions of the State and Church and the responsibilities arising from these relationships. During this third year the students are given practice work in assisting the Freshmen or first year students in their study of the Mother Play.

Literature for Children

Story-telling is an element of power which is of great importance in the hands of a skilled teacher, and is therefore emphasized in this course of study. Practice and examples in the art of story-telling are a part of the College work. The students are also required to trace the evolution of the myth and legend, and to analyze modern stories.

The Freshman year includes the reading and discussion of the world's best stories with illustrations of story-telling and with practice in story-telling by the students.

The Junior year includes practice by the students in re-telling legends and myths of the Teutonic race to suit the needs of the child of today. The making of story lists is also a part of the year's work.

The Senior year includes the study of the sources of literature with the unfolding of various myths through the ages.

Manual Activities—I

The kindergarten play-gifts are based not only upon the fact that the fundamental forms underlying all industrial and artistic work are geometric, but that a true study of nature reveals the primitive groundwork of all structure to be geometric also. These play-gifts help the child to classify objects by their outer shape, and are so arranged by Froebel that they give the first intimations of the unfolding of form from within and therefore lead the child to conscious creative construction.

The Freshman year includes a study of the simple uses of form in the first, second, third and fourth gifts, and divided cylinder with new arrangements. These gifts are unfolded and developed according to Froebel's conception of the genetic evolution of form. Original work is required of each student.



CLASS IN HANDWORK



CHILD STUDY GROUPS

The Junior year includes a study of the advanced building gifts, showing the architectural uses of the fifth and sixth gifts and the surface uses of the curvilinear gift, together with practical lessons in tablets, sticks and rings.

The Senior year includes practice work with the Freshmen in the first-year gifts; advanced work with the curvilinear gift, showing its architectural uses; and a study of the psychology of the gifts, and of the practical, artistic and psychological value of tablets, sticks and rings. Original work is required of each student.

Manual Activities—II

The agencies for creative self-expression of the students are the excursions, plays, games, rhythms, songs, stories, gifts and occupations of the kindergarten. The relative value of each is observed so that there is no excessive employment of any one medium of expression. The students are given sufficient knowledge of the laws of art to prevent the child's use of materials to express that for which they are not intended, as such use leads to caprice and a loss of feeling for true beauty.

The occupations of the kindergarten are based on the relationship of the child's activities to the work of the world. The occupations used in the work of the world are known as Plastic, Industrial and Graphic. These three great divisions are, therefore, taken as the basis for the organization of the occupations for little children. They differ from those occupations used by man only in being the simple beginnings rather than the complex development, in their use of materials which a child can easily transform, and in the attitude of the child, which is that of play rather than conscious work.

Plastic Occupations. These are the modeling occupations. The materials used are sand and clay, and the process of molding is done by the hand with, occasionally, very simple tools. Since these materials easily respond to the child's touch, they quickly call forth his power to change material, developing his creative ability. These occupations lead the student into a study of art, as expressed in sculpture and in pottery.

Industrial Occupations. The materials used in these occupations are surface, line and point materials, such as paper, zephyr and raffia. The processes used are those of taking apart and putting together. The use of the simpler tools, such as scissors and needles, is taught, as well as skill of the fingers. Such occupations as folding, cutting, sewing and weaving are included in this organization. A development of the industrial occupations based on the geometric structure of form has been introduced. The constructive princi-

ples are: Intersecting Plane, Diametral Line and Central Point. These principles form the basis not only for the mathematical, but also for the artistic development of the industrial occupations.

Graphic Occupations. These are the picture-making occupations. The materials used are paper, and the tools, the pencil or the crayon, and the brush. They lead the student into a study of art as expressed in pictures.

Thus all the kindergarten occupations prepare the child to understand and appreciate the work of the world. He begins by means of these to creatively express himself through the things which he makes, and later to take his rightful place in the world of work.

The theory and practical work in the occupations are included in the Freshman and Junior years of the kindergarten course and a series of lessons in handwork adapted to the primary grades is a part of the primary schedule. In the Senior year of kindergarten training the students assist in giving Freshman occupation.

Games

One of the strongest features of the National Kindergarten College work is the power which is acquired by the practice of the kindergarten games. These are not only a part of the afternoon program each week at the College, but are also a part of each morning's exercises in the kindergarten. We know of no other means for physical development equal to the daily playing of these games, as they train the student's body into rhythmic and easy grace.

The first year includes weekly practice of the games used in the kindergarten under the special supervisor of games. The outline of a kindergarten year is followed, beginning with such games as serve to acquaint the children with one another, to exercise their muscles in rhythmic movements, such as marches, ball games, and other rhythmic exercises. These are followed by representative games of the plant and animal world and man's relationship to them and to his fellowman.

The second year includes weekly practice in games for one semester under the supervisor of games, and a study of the games which represent the chief activities of the race in the conquest of nature and the establishment of civilization.

The third year includes assistance in the direction of the Freshman games for one semester and a study of dramatic games which emphasize the advanced activities of man and the function of the state. Each student in this course must originate some way of presenting to the child a game based on some racial instinct and

suited to the child's stage of development. A study of street games compared with the kindergarten games is made.

Curriculum

In the Freshman year the presentation of the principles of program-making is given. An outline of a yearly and a daily program is discussed. Once a month a visit is made by each student to some other kindergarten.

In the Junior year the educational methods of today are traced to their source, thereby showing that all education is an evolution; also fundamental principles underlying the morning program work and methods are studied. An application of these principles together with the best stories, songs, games and other exercises, is discussed with the Supervisor. A few talks are included on the relation of the kindergarten to the grades in order that the kindergartner may be able to co-operate intelligently in the work of the whole school, for upon completing this year many students go out to accept directors' or assistants' positions in public or private school kindergartens.

In the Senior year different types of kindergarten programs and their values are discussed. Each student is required to make a typical program. This program is to be handed to the Supervisor each month for revision and discussion. In this year a course in primary methods and theory is also given in which a study is made of the contrast between the methods of the kindergarten and those of the primary school, of the psychological basis of each and the necessary transition from one to the other. Students completing this course have the insight necessary to a sympathetic co-operation between the kindergarten and primary school, and provided they have in addition some months of primary practice they are prepared to accept primary as well as kindergarten positions.

In the Normal year four courses in curriculum are given. *Comparative Kindergarten Methods* includes a careful study of Froebel's writings and a comparison of these with the writings of more recent educators for the purpose of determining what principles of the kindergarten view of education are applicable to all stages of growth, what principles are essential to the kindergarten stage only, and what features of the system were incidentally part of Froebel's time, and must necessarily change with the growth of the central thought. It also includes a study of the typical "programs of the kindergarten work" of today.

Kindergarten Supervision and Conference is intended to meet the needs of experienced kindergartners who are preparing to be supervisors. It includes visits to kindergartens under other super-

vision as well as to those that are under the supervision of the College with discussions of the morning work of these kindergartens with the directors in charge whenever possible and a review of the experiences later with the Supervisor of the College. It also includes a careful examination of the outlines of study on which the activities of different kindergartens are based. These outlines represent most of the leading centers of kindergarten work in this country and present a wide variety of views. They are examined for the purpose of giving the class as broad an outlook as possible in order that they may learn to judge between essentials and non-essentials, and thereby be ready to adapt themselves to the conditions demanded by different situations without losing the really vital factors of the kindergarten.

The Relation of the Kindergarten to the Primary Grades includes a comparison of the aims, principles, methods, materials and subject-matter. The development of materials and subject-matter will be traced as they change to meet the needs of the growing child. This course is designed to satisfy the demand for supervisors who understand both departments. A certain amount of observation in the primary grades is required.

Curricula for Kindergarten Training Schools is planned for women who are preparing to become training teachers and the heads of kindergarten departments in normal schools and colleges. It includes a careful study of the curricula of representative training schools for the purpose of determining the best balance of theory, observation and practice as well as the most educative presentation of the kindergarten activities and materials to young women in training to be kindergartners. Such practical problems in the conducting of a kindergarten department as entrance requirements, examinations, class schedules, salaries of teaching force, purchase of materials, planning of class rooms, parents' and teachers' study classes will be taken up also.

In the Primary year a comprehensive course in primary methods is given. It includes a full and free discussion of the presentation of reading and writing. Time has also been allotted to the subjects less formal in nature than reading and writing but quite as necessary from the standpoint of the child's development—for instance, literature, number work and dramatization. Insight is given also into kindergarten methods and the values of kindergarten training as a preparation for the primary grades such as the socializing of the child to live with his "kind," the bridging through definite activities of the stages of play and work, the gaining of freedom of speech which makes for better oral expression in the grades, the muscular preparation for writing in the arm movements of the games and the large free drawing, the sense training of ear and eye so valuable as an aid to reading and phonics.

RELATED CULTURAL SUBJECTS

Music

The greatest thinkers of the world from Plato to Goethe have realized the formative power of music in character building. Froebel translated the dreams of others into practical reality in the creation of the kindergarten whose atmosphere is music.

Theory of Music

Singing is a part of the daily exercises with the children. Many students who have thought that they could not learn to sing have found themselves at the end of their course able to lead the children in their songs. As was said before, the agencies for the creative self-expression of the students are the excursions, games, rhythms, songs, stories and manual activities of the kindergarten and sufficient knowledge is given in the wider application of these in music, art, science and literature necessary to increase the appreciation and culture of the kindergartner and to enable her to avoid the wrong use of any material by attempting to make it express that for which it is not adapted. Therefore the work in music as given in the College includes voice training, exercise in breathing, tone placing, and articulation, ear training, exercise in interval and rhythm; development of the major scale. This course is given in the Freshman year while in the Junior year a course in kindergarten songs is given including the application of rhythms, the analysis of songs, the making of songs and the teaching of songs. These courses prepare the teacher for thorough work in the public schools. Private lessons or special classes in instrumental music are arranged for, when desired, with extra charge.

Chorus Singing

Realizing the benefit to be derived from the unifying of the student body in choral singing the classes have been so arranged that each week for one semester the entire school meets as a chorus. The primary object of such a chorus is the socializing of the art of music. Much of our educational effort is narrow in the sense of being individual and much of our enjoyment of art is a process. In the chorus class we have in combination an offset to both of these conditions, for here the activity is at once both social and educative.

Interpretation of Music

There is given also in the Junior year a course in Musical Appreciation which is designed to develop an understanding and an appreciation of the great modern art expression. It includes a study of rhythm, a development of the melodic sense and the meaning of harmony. Illustrations are given on piano and victrola.

English Language and Literature

English Form and Diction

Good, concise and simple English is the most direct means by which the kindergartner can develop easy unconscious self-expression in her children and at the same time give to them an intelligent entrance into the larger world of human thought embodied in conversation and literature. She must herself be their constant daily example. Beautiful tone and expressive English can be attained by anyone who realizes that it is largely a matter of self-culture. However, all students entering the College are given a course of lessons on form, structure, punctuation and the comparison of examples of excellent English with poor expressions. Books that excel in purity and beauty of diction are recommended and discussed. Exercises in narrative and short story writing are also a part of the course. The chief aim, however, is to lead each student into making for herself the necessary effort to win that most beautiful of all arts, the mastery of the mother-tongue.

Literature

The aim of the kindergarten training is to so educate each human being that he or she shall realize the relationships of life and the duties arising from them. The highest value of the Great Literature of the world is the portrayal of man in some form of conflict with the world-order as established in the ethical institutions of Family, Society, State or Church.

The College emphasizes the insight into the nature of man which Froebel gives by showing it to be identical with the insight of the "World-Poets," Homer, Dante, Shakespeare, Goethe. Therefore the study of one of these poets is taken up each year.

Assembly

The Assembly was instituted in order to give added opportunity to the student body to develop initiative along social and cultural lines and thereby originality of thought, speech and action as well as wider interests than those called for by their professional studies. Each class is expected to conduct four assemblies during the year. The subjects introduced are left entirely to the discretion of the class, the only limitation being that the entertainment shall be worth while and shall be carried out to the best ability of the members. Each Assembly is opened with a fifteen-minute discussion of the topics of the day.

Art

The greatest art periods of Greece, Italy and the Renaissance were reached when the artisans of the race were imbued with the true art spirit. So it will be in America, when all the people have been trained to perceive and to love the beautiful.

Architecture

The study of "The Psychological Basis of Architecture" is given in the Junior year. The importance of the building instinct of the race as a manifestation of man's spiritual development is shown. Visits are made to the Art Institute and to some of the more artistic buildings of Chicago. Photographs of the most famous buildings of the world are mounted in chronological order and accompanied by notes defining true architectural laws. The kindergartner is thereby enabled to lead the child to build with his blocks according to structural principles instead of using them capriciously.

Color Harmonies

Color Harmonies are carefully taught in the Junior year in order that the student may comprehend the laws of artistic combinations of color, and thus be enabled to nourish in the child the right feeling for color before it shall be corrupted or lost. A book of color harmonies is made by each student. Rainbow colors are used in combinations of tones and hues, making dominant harmonies, complementary harmonies, contrasted harmonies and analogous harmonies. Examples are taken from nature and from art, as shown in ceramics and textiles in the Art Institute, Field Museum and elsewhere.

Design

Design and Freehand Drawing form a distinct part of the Junior course, as it cannot be too strongly urged that every child should learn to think and express his thoughts in terms of beauty. It not only gives him another avenue by which to express himself to the world, but it also opens to him a vast field of enjoyment and educates his eye to a right appreciation of the beauties of nature and the greatness of the art world. Early school life is the most important period for the beginning of this universal education, as the divine impulse of creative activity is exceedingly strong at this age and may be easily guided into the production of the beautiful. It is therefore necessary that the teacher should not only understand the laws of beauty, but should be somewhat skilled in the use of its language. Charcoal, crayons, water color and clay are the mediums used in this course.

Painting and Sculpture

A course in the "Psychological Basis of Art" is given in the Senior year, showing that art is one of the great avenues of the expression of the spiritual growth of the race. This study is fully illustrated by stereopticon collections of prints and by frequent visits to the Chicago Art Institute. A book of pictures of the great masters from the reproduction of famous paintings of the world is made by each student.

Science

Natural Science

The kindergarten does not so much emphasize the analytic study of nature as it endeavors to create a love for nature and a reverence for the life-force manifested in nature. Wherever it is possible the children in the kindergarten and primary grades should be given the care of animals, of window-boxes, and out-of-door gardens, and excursions should be made into the outside world.

As the work of the kindergartner rests upon an understanding of nature and her processes (which understanding materially assists her in comprehending the higher processes by which the child grows) it is therefore important that she be placed, at some time during her course, in an environment that will enable her to come in sympathetic touch with as many phases of life in nature as possible by participating in the care of plants and animals.

In addition to this experience, in the Freshman year is given a course in Gardening, the purpose of which is to arouse in the minds of the students an interest in the wonderful processes of nature as seen in the familiar results obtained in simple gardening. From this aroused interest the students are led to work out a system that will enable them to prepare suggestions along this line for the kindergarten and the primary grades which may extend through much of the year. By such work especially with individual gardens, the child gains observations which impress him with cause and effect. He also learns by caring for his garden to take individual responsibility and there is awakened in him a love, wholesome and pleasing, for nature surroundings.

In the Junior year the course in Applied Nature Study includes an organization which will help the teacher to know what materials to use and how to use them. It is taught from the standpoint of the child's interest in and love of nature, not from the scientific standpoint which leads the older student to analyze the parts of nature in order to understand her processes. The point emphasized is the likeness between the child and nature which leads to the development in the child of a sympathy with all living things.

Physiology and Hygiene

"The varying physical conditions found in children of kindergarten age, together with the prevalence of contagious diseases, make it important for provision to be made for students to become acquainted with normal physical standards and the tests for determining them. Therefore, observation of children in any way departing from the normal should be noted, and some training given in making tests of individuals so that normal conditions may be recognized and sustained."

Therefore a course in physiological hygiene is given in the Freshman year, including a scientific outline of care of the eyes; an understanding of the symptoms of contagious disease, and of signs of fatigue; how to distinguish between spontaneity and nervous excitement; information concerning the physical care of children; suggestions for preserving the health of students, together with sanitation and hygiene in the school room.

Eugenics

The course in Eugenics or Maternal Efficiency in the Junior year is an attempt to begin to fill the most dangerous gap in present day education. Human motherhood is not instinctive, else one-half the first-born children would not die.

Of the students taking the course, a considerable number will marry, and the chances are that until the time of their arrival at the College no effort has been made to teach them how to be mothers. Motherhood is not dignified by ignoring it, nor by the ignorance that now makes it grossly inefficient.

In her future work with little children, the kindergartner will meet the problems of heredity, alcohol, bad sexual living and the economic degradation of the home.

By the course and the required reading, it is hoped to partially prepare the student to face these problems with courage, and to assist in their solution, as well as to arouse in her an interest in motherhood that will give her a better balanced view of life.

Physical Expression

It is the aim of the College to send forth women who shall have strong bodies as well as trained minds; therefore especial attention is paid to exercise and diet, and every effort is made to stimulate an interest on the part of the student in securing healthy development and freedom of the body. To this end in the Freshman year a course in general gymnastics is given, including preventive and recreative processes as secured by relaxing, balancing, and energizing exercise, also folk and æsthetic dancing, emphasizing the interpretative side of bodily movement.

All students are expected to wear gymnastic suits and shoes during the physical class period. Ten minutes' practice in these exercises is required of each student daily, aside from class work.

Practice

All students should have ample opportunity to observe many phases of child life, especially manifestations of individual children, and to become responsible for their physical care as well as for their education. Most schools give needed information but more important still is the training of the emotions and the will. This can best be accomplished by each student having exact and definite responsibilities in actual life which enable her to put into practice the insight gained in her psychological and ethical class room studies.

The College has under its direct supervision in Chicago and the suburbs over fifty practice kindergartens in charge of graduates. These kindergartens are in public, private and mission schools, that students in the College may have the privilege of observation and practice under widely different conditions and environment. Thus they learn to understand children of many classes and to adapt the kindergarten program to meet varying needs.

In the Freshman year, for the first ten weeks, the students are expected to spend three mornings each week at the College, and the remaining two mornings in visiting kindergartens selected by the Supervisor. After these first ten weeks they are assigned to some good kindergarten under the supervision of the College. Assignments are so arranged that each student has practice in two or three kindergartens during the year. Permission to visit other kindergartens is given; talks with the director of the kindergarten concerning the morning work are a part of the weekly program; also care of the order of the room, and of the plants, fishes, birds, and other pets.

In the Junior year each student is required to practice for the major part of the year in some good kindergarten under the supervision of the College. Care of the kindergarten cupboard and preparation of material are a part of the student's training. Permission to visit other kindergartens once a month is given. Lessons once a week with the director of the kindergarten are continued throughout the practice period. For the last ten weeks of the Junior year the students spend three mornings each week at the College and the remaining mornings in visiting kindergartens and grade classes selected by the Supervisor.

In the Senior year each student is expected to have some experience in directing a kindergarten. Members of this class are encouraged to establish new kindergartens or to accept positions as paid directors or assistants. Visits to the homes of the children and

attendance at mothers' meetings are a part of the experience of this year.

During the time spent in the practice schools, especially for the first two years of her training, the student is under the direct supervision of an experienced kindergarten director. She acquires a personal knowledge of the difficulties of teaching and of her own deficiencies and she is urged to avail herself of all the resources of the College in overcoming them. This continued practice together with the systematic and helpful advice of the director develops to the fullest the student's powers for training little children. Her individuality is respected and is given free play wherever this is consistent with sound educational principles.

General Method of Instruction

Inasmuch as research and original work are necessary to keep education from becoming superficial and formal the courses of study at the College include not only text books, but also collateral reading and themes requiring individual thought in preparation. All class room work has, too, the immediate appeal of the teacher to the pupil and the response of the pupil to the teacher, for this spontaneous direct oral recitation contains the deep undercurrent of feeling that penetrates the heart and holds the attention as mere formal teaching cannot. "The spoken word carries with it a higher power than the written word can carry, for it brings with it evidence of the indisputable personality which accompanies the word—and unless we close our ears it brings evidence of the invisible spiritual world that has a stronger and higher reality than the things that we see."

General Regulations

ORDER OF EXERCISES, 1915-1916

Morning Session—Practice in Kindergarten.....8:45—12:15
Afternoon Session—Class Room Work at the College...2:00— 4:00

SCHEDULE OF COURSES

Freshman or First Year of Kindergarten Training

SUBJECTS	Hours	Credits*
PSYCHOLOGY.....	36	2
EDUCATIONAL PRINCIPLES—Mother Play or Child Study; Other Froebelian Literature.....	54	3
THEORY OF KINDERGARTEN TEACHING—Kindergarten Curriculum; Conferences with Kindergarten Director.....	72	4
PRACTICE OF KINDERGARTEN TEACHING—Observation 10 weeks, 4 hours a week; Practice Teaching 23 weeks, 10 hours a week.....	270	7½
KINDERGARTEN MANUAL ACTIVITIES—Kindergarten Gift; Kindergarten Occupation.....	90	5
PHYSICAL EXPRESSION—Folk Dancing and Rhythmic Games; Playing of Kindergarten Games.....	72	4
HYGIENE AND SANITATION.....	18	1
NATURAL SCIENCE—Gardening.....	18	1
ENGLISH LANGUAGE AND LITERATURE—English Form and Diction; Great Literature, Homer's Odyssey; Literature for Children; Public Speaking.....	54	3
MUSIC—Theory; Chorus Singing.....	36	2
	720	32½

Junior or Second Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY—Psychology of the Will; Physiological Psychology.....	36	2
SOCIOLOGY.....	18	1
EDUCATIONAL PRINCIPLES—History of Education; Mother Play or Child Study; Relation of the Kindergarten to the Grades.....	72	4
THEORY OF TEACHING—Kindergarten Curriculum; Conferences with Kindergarten Director.....	72	4
PRACTICE OF TEACHING—Observation in Kindergarten and Primary Grades, 10 weeks, 4 hours a week; Practice Teaching in Kindergarten, 23 weeks, 10 hours a week.....	270	7½
KINDERGARTEN MANUAL ACTIVITIES—Kindergarten Gift; Kindergarten Occupation.....	36	2
PHYSICAL EXPRESSION—Playing of Kindergarten Games.....	18	1
EUGENICS.....	18	1
NATURAL SCIENCE—Applied Nature Study.....	18	1
ENGLISH LANGUAGE AND LITERATURE—Great Literature, Dante's Divine Comedy; Literature for Children; Public Speaking.....	54	3
MUSIC—Kindergarten Songs; Chorus Singing; Interpretation of Music.....	54	3
ART—Principles of Design; Study of Color Harmonies; Interpretation of Architecture.....	54	3
	720	32½

*One subject reciting once a week for eighteen weeks receives one credit.

Senior or Third Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY—Advanced Psychology; Comparative Psychology...	36	2
SOCIOLOGY—Social Institutions; Social Service.....	36	2
PRINCIPLES OF EDUCATION—Froebel's Mother Play; Other Child Study Literature.....	36	2
THEORY OF TEACHING—Discussion of Typical Kindergarten Curricula; Methods and Subject Matter of Primary School; Correlation of Kindergarten and Primary School; Conferences with Kindergarten Assistants.....	126	7
PRACTICE OF TEACHING—Assisting or Directing in Kindergarten 33 weeks, 10 hours a week; Assisting Freshman Groups in the Study and Planning of Class Work in Gift, Occupation, Games and Mother Play, and Consultation with Directors of Departments therefor.....	402	13
ENGLISH LANGUAGE AND LITERATURE—Great Literature; Literature for Children, including Story Composition; Extemporaneous Speaking; Debates.....	72	4
MUSIC—Chorus Singing.....	18	1
ART—Interpretation of Painting and Sculpture.....	18	1
FIELD SCIENCE.....	18	1
	762	32½

Normal or Fourth Year of Kindergarten Training

SUBJECTS	Hours	Credits
PSYCHOLOGY APPLIED TO EDUCATION.....	36	2
MODERN EDUCATIONAL THEORISTS.....	36	2
COMPARATIVE STUDY OF KINDERGARTEN METHODS.....	36	2
CURRICULA FOR KINDERGARTEN TRAINING SCHOOLS.....	36	2
SUPERVISED OBSERVATION OF TRAINING CLASSES AND REPORTS ON SUCH OBSERVATION.....	72	4
TEACHING IN TRAINING CLASSES.....	36	2
SUPERVISION OF KINDERGARTENS—36 weeks, 4 hours a week	144	4
CONFERENCES ON SUPERVISION.....	36	2
THESIS, ORIGINAL.....	36	2
ELECTIVE COURSES.....	144	8
	612	30

One Year Primary Course

SUBJECTS	Hours	Credits
PSYCHOLOGY.....	36	2
SOCIOLOGY.....	18	1
EDUCATIONAL PRINCIPLES—Child Study.....	18	1
HISTORY OF EDUCATION.....	36	2
THEORY OF TEACHING—Kindergarten Methods; Primary Methods; Conference of Primary Teacher with Assistants.....	108	6
PRACTICE OF TEACHING—Observation, 10 weeks, 4 hours a week; Practice Teaching, 23 weeks, 10 hours a week.....	270	7½
MANUAL ACTIVITIES—Primary Handwork.....	54	3
PHYSICAL EXPRESSION—Folk Dancing and Rhythmic Exercises; Playing of Kindergarten and Primary Games.....	54	3
PHYSIOLOGY AND HYGIENE.....	18	1
ENGLISH LANGUAGE AND LITERATURE—Literature for Children; Public Speaking.....	36	2
MUSIC—Theory; Chorus Singing.....	36	2
ART—Principles of Design.....	18	1
NATURAL SCIENCE—Applied Nature Study.....	18	1
	720	32½

†In computing the credits for practice teaching, such teaching has been recognized as pedagogical laboratory work, and therefore demands double the number of hours for each credit.

The Freshman Morning Session for the first ten weeks and the Junior Morning Session for the last ten weeks of the school year are as follows: Mondays, Wednesdays and Fridays, 10:00 to 12:00, class room work at the College; Tuesdays and Thursdays, 8:45 to 12:00, observation of schools.

The schedule of the course for the Mothers' Class will be announced later. Senior students will be allowed to specialize for positions in social service, or as primary teachers, special story-tellers, or assistants in kindergarten training classes.

EXAMINATIONS

Regular Examinations.—No regular examinations are held for students who submit satisfactory theses at the conclusion of courses of study. Students failing to meet this requirement are allowed the privilege of examinations at the close of the second semester. The substitution of theses is provided in order to obviate the nerve strain of formal examinations as far as possible.

Special Examinations.—Students absent from class exercises in excess of the limit are required to take special examinations at the close of the semester in which such absences have occurred.

GRADES OF SCHOLARSHIP

At the end of each semester the standing of a student in each of her courses is reported by the instructor to the Registrar and is entered on record. Standing is expressed according to proficiency in grades A+, A, B+, B, C, D and E. Grade A+ denotes excellency; A, very good indeed; B+, very good; B, good; C, fair; D, poor; E, not accepted. Work of Grade E must be repeated in class, and not more than one-fifth of the work necessary for a credential must be of Grade D.

A report of her record in scholarship and in practice is given the student at the close of each semester in order that she and her parents may be cognizant of her standing in the school. Letters from the parents are welcomed which report the progress of the students as seen from the home side or which call attention to problems needing special consideration. The College discourages, as a rule, the attempt to cover courses in less than the allotted time, believing that this generally results in less efficient, thorough work, and often in impaired health. However, it does not place any unnecessary obstacles in the way of gifted, mature students who wish to make more rapid progress except to insist upon a due regard to health and thorough work.

ATTENDANCE

Students are expected to attend all the regular exercises of the courses for which they are registered, and all absences are reported to the Registrar. As absence from class work for any cause is a loss to the student, it is so treated by instructors in making up their reports.

If in any semester a student is absent more than ten class periods, she will be required to pass a special examination covering

the subjects in which her absences have occurred, as thoroughness is a requirement in every course of study.

If a student is absent in any semester more than thirty class periods, her registration is cancelled and she is denied credit. This rule is administered by the Faculty, which has power to restore the cancelled registration if the absences are deemed legitimate. The work missed must, however, be made up under a tutor approved by the Faculty and at the expense of the student, in order that the spirit of genuine scholarship may be maintained.

A student who is absent from a class on the day next before or the day following any recess, except the long summer vacation, shall be held for a special examination without regard to the number of her absences at other times. If such an absence occurs in addition to delinquency under the regular rule for absences, the student's registration is cancelled and may be restored only on approval of the Faculty.

OFFICE HOURS

The President and members of the faculty are occupied in the classrooms during the greater part of the school session. Persons desiring to consult them should make appointments in advance.

The office is open every week day from nine to five, with the exception of Saturdays when it is closed at one o'clock. All financial matters should be taken to the Secretary. All matters pertaining to admission, credits or class arrangements to the Registrar.



STUDENT GROUP, 1914-15

Register of Students

1914-1915

Colorado

Nockin, Genevieve
Reilly, Rose Adele

Illinois

Anderson, Josephine
Bell, Lillie
Benware, Hazel
Blake, Louisa
Brayton, Margaret
Brown, Martha
Burkett, Margaret
Chandler, Gertrude
Chesrown, Aileen
Chubb, Ada
Cohn, Beatrice
Conaty, Nellie
Cutler, Frances
Dauber, Marion
Davis, Esther
Detwiler, Violet
Dickerson, Margaret
Dods, Margaret
Drach, Ruth Rose
Eddy, Harriet
Elliot, Grace
Ellsworth, Edna
Fenton, Dorothy
Freudenberg, Marie
Fritch, Irene
Fuller, Gladys
Gatter, Marie
Going, Vera
Harper, Katherine
Hauser, Evelyn
Heckman, Minna
Heinig, Christine
Howell, Berta
Hoyt, Sarah
Jesselson, Mildred
Johnson, Anne
Johnson, Edith
Johnson, Florence
Kaiser, Jessie
Keating, Edythe
Kesner, Irene
Kilkenny, Irene
Klaff, Anna
Koerper, Amanda
Lacey, Eileen
Lancaster, Ruth
Lane, Constant
Leiby, Hazel
Luce, Grace
Mahler, Regina
Mahon, Marjorie
Martin, Estella
Mathew, Kathryn

Illinois—Cont.

McKee, Mariana
Mitchell, Marjorie
Moody, Ione
Ohlsen, Edith
Olson, Marie
Orr, Margaret
Owen, Inace
Palmstrom, Marguerite
Paulson, Elsie
Peterson, Grace
Pohlman, Alice
Pringle, Elizabeth
Randle, Mildred
Ray, Helen
Richards, Katherine
Riel, Mabel
Ritchey, Helen
Ruff, Mary Louise
Slichter, Catherine
Sperry, Lucile
Steel, Gladys
Streeper, Mary
Sullivan, Blanche
Tolles, Mabel
Turner, Adele
Underwood, Eleanor
Valentine, Florence
Vasen, Beulah
Vernon, Mildred
Von Fuerstenberg, Marie
Votaw, Lillian
Wade, Frances
Wall, Veronica
Weihe, Kathleen
Wells, Grace
Wilkison, Hazel
Williams, Dorothea
Winter, Jessie
Woerber, Ruth
Zdzieblowski, Irene

Indiana

Allison, Aline
Crouse, Irma
Gill, Grace
Gilman, Marian
Hatch, Pauline
Humrichouser, Erma
Jones, Virginia
Keeley, Iris
Kelley, Ruth
Leffler, Ruth
MacCracken, Mabel
Milteer, Minnie
Moore, Mary
Simpson, Marguerite
Wason, Faith.

Iowa

Brunson, Zada
Bunker, Vera
Gates, Helen
Hitchings, Clara
Jenkins, Bertha
Kegley, Mary
Munson, Mabel
Northey, Sue
Scheller, Norma
Shearer, Helen
Tuerke, Lydia

Kansas

Bardwell, Mary
Pettyjohn, Margaret

Kentucky

McBrayer, Mary

Michigan

Bergquist, Lillian
Forler, Dorothy
Grandon, Marguerite
Scott, Hazel
Young, Mary

Minnesota

Abeles, Ruth
Butler, Ruth
Hickey, Margaret
Mulligan, Daynee
Wright, Mabel

Missouri

Hughes, Lulu

Montana

Foley, Vida

Nebraska

Beecher, Laura
Bell, Hazel
Dumbolton, Leah
King, Mabel
Lehr, Elizabeth
McBride, Maud
Norsworthy, Fern
Ryan, Nelle
Stein, Frances

New Jersey

Wynkoop, Margaret

New Mexico

Bergere, Consuelo

North Dakota

Stonehouse, Ada

Ohio

Burkhardt, Florence
Carter, Ella
Eichelbarger, Nelle
Jackson, Lucille
Jacobs, Elizabeth
McDonald, Gertrude
McGoun, Mary
Shartle, Christine
Woods, Kathryn

Pennsylvania

Duryea, Grace
Forbes, Eleanor
Wolcott, Evelyn

South Carolina

Spigener, Sarah

South Dakota

Petterson, Clara

Tennessee

Mason, Thelma

Wisconsin

Anderson, Lillian
Clark, Anna
Hendricks, Gertrude
Hoesly, Anna
Mitchell, Ellen
Smith, Caroline
Taylor, Loxley
West, Evelyn

Canada

Calhoun, Mary Elizabeth
Stout, Helen

China

Yee, Grace

Japan

Takamori, Fuji

Alumnae Association

The Alumnae Association of the National Kindergarten College was organized in 1893. One of the express objects of this Association is to promote the interest of the College. No higher encouragement could be afforded the President and the Faculty than this expression of continued interest on the part of the graduates, and it is hoped that the organization may prove an advantage



JUNIOR GAME DAY.

to the Alumnae as well as to the College by aiding them in their efforts to maintain a high standard of attainment and professional character.

OFFICERS FOR 1915-1916

President—Margaret Kapps.
 Vice-President—Anne Goodwin Williams.
 Recording Secretary—Ruth Bernstein.
 Corresponding Secretary—Matilda Mottz.
 Treasurer—Jessie Smith.

Although the members of the Alumnae Association are scattered from one end of the continent to the other it is a live and active organization. Twice a year the Association publishes a News Bulletin which contains announcements of the progress made by the College, also items of interest concerning the Faculty, the Alumnae and the Student Body. Another activity is the main-

tenance of two Senior Scholarships established in honor of Miss Harrison and Mrs. Crouse and given each year as honorary tokens to the members of the Junior Class whose scholarship and ethical influence have been considered the best. The largest undertaking now before the Alumnae Association is the securing of an endowment fund for the College. A nucleus has already been contributed by various interested Alumnae and it is the plan to add to this every year until a considerable sum has been raised.

A yearly calendar of entertainments will be sent to all the members of the Alumnae Association so that they may meet their classmates and have the added pleasure of becoming acquainted with the undergraduates.

The College keeps a record of all former students and greatly appreciates notifications in changes of addresses.

Gifts and Bequests

Gifts to the College may be in the form of scholarships, lecture funds, equipment, property or permanent endowment. Any of these special conditions may be attached to the gift by the donor.

FORM OF BEQUEST

I give and bequeath to the Board of Directors of the National Kindergarten College, established in 1886, as the Chicago Kindergarten College, a corporation established by law in the State of Illinois, the sum of \$_____ to be invested and preserved inviolably for the endowment of the National Kindergarten College located at Chicago, Illinois.

(Signature) _____

Dated _____

National Kindergarten College

PUBLICATION DEPARTMENT

A STUDY OF CHILD NATURE. By Elizabeth Harrison.

Forty-fourth American edition; translated into six foreign languages; used as text book in state normal schools, kindergarten training schools, mothers' and teachers' study classes throughout the country; extensively ordered by all denominations for Sunday school workers. Every parent, teacher, Sunday school worker and student should possess this book.

Price, \$1.10, postage prepaid.

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These booklets stimulate the child's creative powers, yet train him in the laws of fundamental construction, artistic proportioning and grouping.

Prices, 27 and 37 cents respectively, postage prepaid.

"Consider the young mother and her nursery legislation. But a few years ago she was at school, where her memory was crammed with words, and names and dates, and her reflective faculties scarcely in the least degree exercised—where not one idea was given her respecting the methods of dealing with the opening mind of childhood; and where her discipline did not fit her in the least for thinking out methods of her own. The intervening years have been passed in practicing music, in fancy work, in novel reading, in party-going; no thought having yet been given to the grave responsibilities of maternity; and scarcely any of that solid intellectual culture obtained which would be a preparation for such responsibilities. And now see her with an unfolding human character committed to her charge. See her profound ignorance of the phenomena with which she has to deal, undertaking to do that which can be done but imperfectly even with the aid of the profoundest knowledge.

"She knows nothing about the nature of the emotions, their order of evolution, their functions, or where use ends and abuse begins. She is under the impression that some feelings are wholly bad, which is not true of any of them; and that others are good however far they may be carried, which is also not true of any of them. And then, ignorant as she is of the structure she has to deal with, she is equally ignorant of the effects produced on it by this or that treatment."

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